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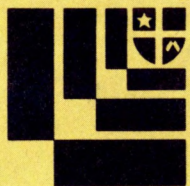
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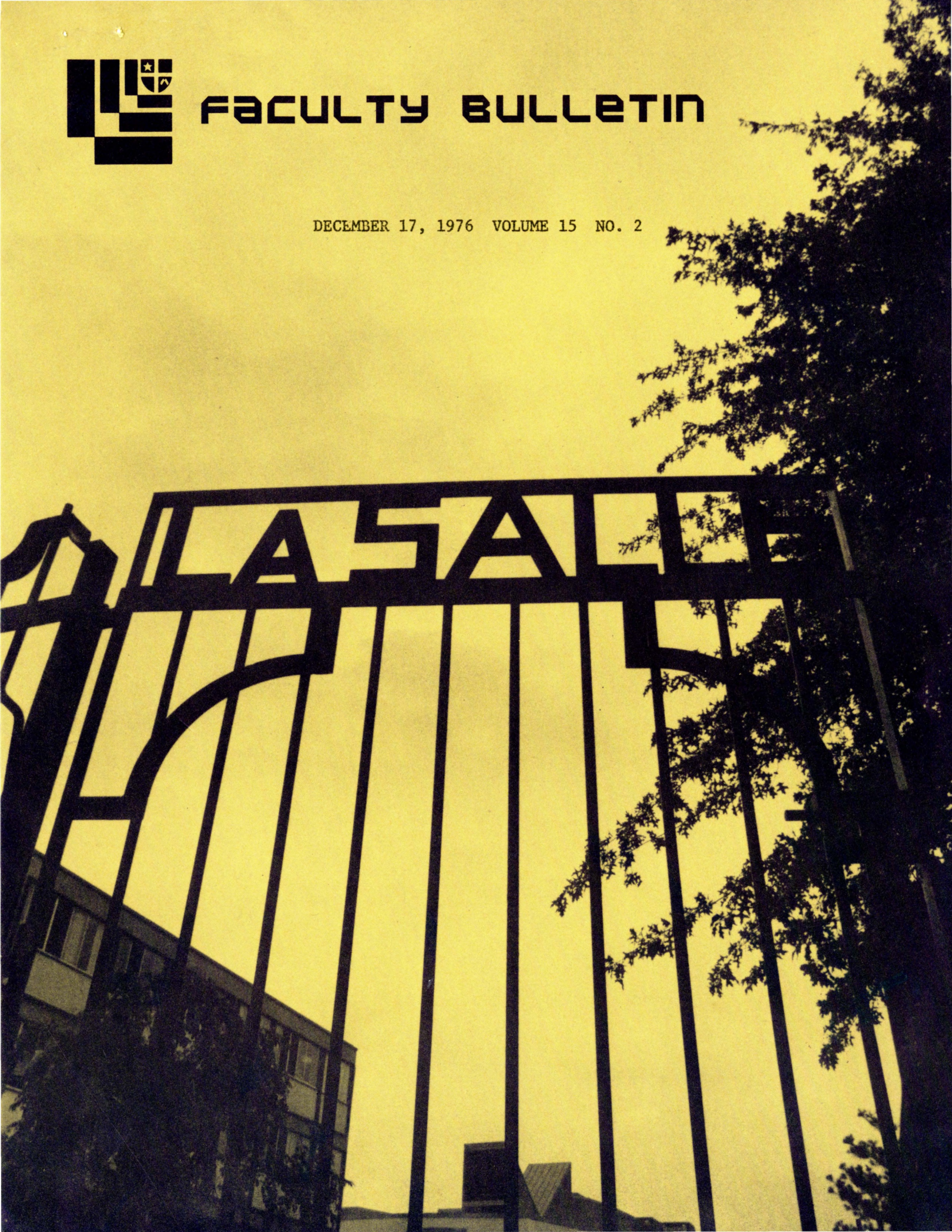
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FACULTY BULLETIN

DECEMBER 17, 1976 VOLUME 15 NO. 2



CALENDAR OF EVENTS

Fall Semester Examinations.....	December 16-22
Men's Basketball: Volunteer Classic (Away).....	December 17-18
Christmas Party.....	December 19
Final Date to Complete Registration By Mail.....	December 21
Black Students of La Salle: Holiday Disco (College Union, Club Room, 8:00 P.M. - 1:00 A.M.).....	December 22
La Salle College Alumni Basketball Club Sponsored Trip to San Diego.....	December 27-30
Men's Basketball: Cabrillo Classic (Away).....	December 28-29
Marks Due From Faculty at 9:00 A.M.....	January 3
Men's Basketball: University of Rhode Island (Away).....	January 3
Men's Basketball: Canisius College (Palestra, 9:15 P.M.).....	January 7
Day School: In-Person Registration for Those Who Did Not Complete Tuition Payment or Roster (9:00 A.M. - NOON).....	January 10-11
Evening Division: In-Person Registration For Those Who Did Not Complete Tuition Payment or Roster (7:00 - 9:00 P.M.).....	January 11-13
Women's Basketball: University of Pittsburgh (Away).....	January 12
Men's Basketball: Drexel University (Away).....	January 12
Women's Basketball: Edinboro State College (Away).....	January 13
Weekend Campus Registration.....	January 15
Men's Swimming: American University (Away).....	January 15
Men's Basketball: St. Joseph's College (Palestra, 4:00 P.M.).....	January 15
Day and Evening: Beginning of Classes.....	January 17
College Council.....	January 17
Late Registration and Change of Roster Begins.....	January 17
Men's Basketball: West Chester State College (Away).....	January 17
Women's Swimming: Temple University (Away).....	January 18
Women's Basketball: Temple University (Palestra, 7:15 P.M.).....	January 18
Men's Swimming: West Chester State College (Home, 4:00 P.M.).....	January 18
Alumni Board of Directors Meeting.....	January 20
Women's Swimming: Lafayette College (Home).....	January 20

Last Day for Changing Fall Semester Grades and for
 Removal of "I" grades.....January 21
 Last Day for Change of Roster.....January 21
 Women's Basketball: Immaculata College (Home, 7:00 P.M.).....January 21
 Men's Basketball: Duquesne University (Palestra, 8:00 P.M.).....January 22
 Men's Swimming: Villanova University (Home, 2:00 P.M.).....January 22
 Women's Swimming: St. John's (New York) (Home).....January 24
 Women's Basketball: Drexel University (Away).....January 25
 Men's Basketball: Western Kentucky University (Palestra, 9:15 P.M.).....January 26
 Men's Swimming: University of Pennsylvania (Home, 4:00 P.M.).....January 26
 Women's Swimming: Widener College (Away).....January 27
 Men's Swimming: Johns Hopkins University (Away).....January 29
 Men's Basketball: Dickinson College (Home, 8:00 P.M.).....January 31
 Women's Basketball: Penn State - Ogontz (Away).....February 1
 Men's Basketball: Villanova University (Palestra 9:15 P.M.).....February 2
 Women's Basketball: Gwynedd Mercy College (Away).....February 3
 Women's Swimming: University of Penn (Home).....February 3
 Academic Affairs Committee.....February 4
 Women's Basketball: Manhattanville College (Home, 7:00 P.M.).....February 4
 Men's Basketball: American University (Away).....February 5
 College Council.....February 7
 Women's Basketball: Salisbury State College (Home, 6:30 P.M.).....February 8
 Men's Basketball: Hofstra University (Palestra, 7:15 P.M.).....February 9
 Men's Swimming: Lehigh University (Home, 4:00 P.M.).....February 9
 Women's Basketball: Villanova University (Home, 7:00 P.M.).....February 10
 Women's Swimming: Villanova University (Home).....February 10
 Men's Basketball: Temple University (Palestra, 9:15 P.M.).....February 12

Men's Swimming: Bucknell University (Home, 2:00 P.M.).....February 12
 Women's Basketball: Chestnut Hill College (Home, 7:00 P.M.).....February 15
 Men's Swimming: Temple University (Away).....February 16
 Men's Basketball: Niagara University (Palestra, 7:15 P.M.).....February 16
 Faculty Meeting.....February 16
 Women's Basketball: Princeton University (Away).....February 17

MESSAGES OF INTEREST:

DEAN - SCHOOL OF BUSINESS ADMINISTRATION:

SIX NEW MEMBERS APPOINTED TO LA SALLE'S BUSINESS ADVISORY COUNCIL

Six new members have been appointed to La Salle College's Business Advisory Council, it was announced by Dr. Bruce V. MacLeod, Dean of the college's School of Business Administration.

The new members, who bring the total compliment of the advisory council to 21, are:

David Brenner, managing partner, Arthur Young & Company, Philadelphia; William D. Carr, plant manager, Rohm and Haas Company, Bristol; Dr. Allen Gart, vice president and economist, Girard Bank, Philadelphia; Nicholas A. Giordano, senior vice president, Philadelphia-Baltimore-Washington Stock Exchange; Joseph McEwen, president, Modern Handling Equipment Company, Philadelphia, and David N. Ness, special assistant to the dean, The Wharton School, University of Pennsylvania.

La Salle's Business Advisory Council, now in its fourth year, provides advice to the dean, graduate school director, and department chairpeople of the school of business administration regarding programs and the best methods to serve the needs of the Philadelphia Business community.

ACCOUNTING DEPARTMENT:

PRICE WATERHOUSE GRANT

Under a program for aid to accounting education adopted by the Price Waterhouse Foundation, La Salle College is one of the educational institutions selected to receive a grant for 1975-76. The grant has been made to the Accounting Department and is to be used to purchase support material for an advanced accounting honors course. The materials will include textbooks and prepared audio topics to expand the accounting area of the library.

COUNSELING CENTER:

COMMUNICATIONS AND WEIGHT CONTROL WORKSHOPS

The Counseling Center will be offering a Communications Workshop on Tuesday, January 11 from 9:00 A.M. - 12:00 noon. Registration forms will be distributed toward the end of the semester.

FINE ARTS DEPARTMENT:

GUEST LECTURERS

The Art History Section of the Fine Arts Department has been, as in previous years, sponsoring guest lecturers. This semester Abraham A. Davidson, Professor of Art History at Temple University, spoke on Dura Europos. Dr. Charles Minott, of the University of Pennsylvania, spoke on the fresco cycle of Sant'Angelo in Formis; and Gillett Griffin, a Curator at Princeton University Museum, spoke on the Ancient Maya.

OFFICES ATTAINED:

Callahan, Daniel L., assistant professor, mathematics, and Director of Computer Center, was elected to a 2 year term on the Board of Directors of the Philadelphia Chapter of the Data Processing Management Association after having served as Program Chairman of the chapter during 1975-76. He was also appointed to the Program Committee for INFO/EXPO '77, in October 1977, with responsibility for the technical seminars of the convention.

Harbison, John L., instructor, history, evening division, served as President and Chairperson of the Social Studies Supervisors' Association Annual Meeting in conjunction with the National Council for Social Studies, Sheraton Park Hotel, Washington, D.C. November 5, 1976.

Mitchell, Lottie, lecturer, psychology, has been promoted to the position of Assistant Hospital Director for Rehabilitative Services at Haverford State Hospital.

CONFERENCES:

Bangs, Brother Arthur J., F.S.C., Ph.D., associate professor, education, will be on leave for the second semester to participate in the International La Sallian Center's program of the Christian Brothers to be held in the Order's Motherhouse in Rome.

Joglekar, Prafulla, N., assistant professor, management, attended TIMS National Conference, November 1975, Las Vegas; Eastern Academy of Management, May 1976, Washington, D.C.; Public Choice Society, April 1976, Roanoke, Va; American Production and Inventory Control Society, Philadelphia Chapter meeting, January, 1976.

Ratkuz, Brother Mark J., F.S.C., Ph.D., assistant professor, economics, attended the American Economics Association Meetings Sept. 16-18, in conjunction with the Allied Social Science Associations '76 program at Atlantic City.

WORKSHOPS CONDUCTED:

Bricketto, Matthew, and Levin, Harry, assistant directors of resident life, presented a workshop on the value of faculty and administrator involvement in weekly lectures in the resident halls. The workshop was held at Seton Hall University in New Jersey.

Halpin, Dr., Charles A.J., professor, personnel and labor relations, conducted a seminar and workshop in June 1976 on "Grievances and Arbitration" for the Office of Civilian Manpower Management, Northern Field Division, Department of the Navy, at the Valley Forge Holiday Inn, in King of Prussia, Pa. as well as in Ocean City, N.J. on October 21. In mid-September Dr. Halpin conducted an afternoon seminar and workshop for the Veterans Administration on the topic "Administering the Negotiated Agreement", at the Ramada Inn in Roslyn, Virginia. Finally, in late November, Professor Halpin conducted a two session seminar and workshop for the Eastern Zone Division and Regional Sales Managers of the Frito-Lay corporation at the Ramada Inn in Cherry Hill, New Jersey. The topics were "Evolution of the Labor Movement" and "Labor Organizations".

Joglekar, Prafulla N., assistant professor, management, participated in Faculty Development Workshops in May and August, 1976 as well as MBA Workshop.

WORKSHOPS CONDUCTED (CON'T)

Schreiner, Frank J., associate professor, psychology, and Weber, Shelley Marged, conducted an Assertive Training Workshop at the Annual Conference of the Pennsylvania Personnel and Guidance Association in Gettysburg, Pa. on November 1.

RECENT PUBLICATIONS:

Harbison, John L., instructor, history, evening division has had an article published in the 1976 New Jersey Secondary School Teachers Association Yearbook entitled, "Thomas Paine and Common Sense."

Joglekar, Prafulla N., assistant professor, management, has published, "Comments on Measuring Power in Voting Bodies," in Public Choice, Summer 1976, and "Comments on Hofshi Korsh 1972," in Management Science, February 1976.

Kelly, Geoffrey B., F.S.C., assistant professor, religion, has had the following article published recently: "Bonhoeffer's 'Non-religious' Christianity: Antecedents and Critique," in Bijdragen, a Dutch Journal of Philosophy and Theology; "The Biblical Concept of Giftedness," in the December issue of Cross and Crown; "Bonhoeffer: Witness to Christ," in the September issue of New Blackfriars. He also authored the "Chronique (a report on the annual meeting of the Catholic Theological Society of America) for the Revue Theologique de Louvain; and the chapter, "The Shape of Authority and Power in the Church to Come" for the book, Power and Authority, St. Mary's Press. His book reviews include: David Hopper's A Dissent on Bonhoeffer for Theological Studies; Donald Senior's Jesus: A Gospel Portrait for Sisters Today; and Paul Lehamann's The Transfiguration of Politics for The Heythrop Journal.

Rossi, Dr. John P., professor and chairman, history, has had two articles accepted for publication. "The Nestor of His Party" will appear in the winter issue of the Canadian Journal of History and "Catholics, Liberals and the General Election of 1880" in the Catholic Historical Review's July 1977 issue.

BOOKS PUBLISHED:

O'Grady, Dr. Joseph P., professor, history, "Irish-American and Anglo-American Relation. 1880-1888," to be published by Aino Press as part of a collection of forty two books on the Irish-Americans.

MISCELLANEOUS:

Perfecky, George, associate professor of Russian, has been named to the 1976 edition of Who's Who in the East.

Weber, Shelley M., a member of the Counseling Center staff, has completed all her requirements and successfully defended her dissertation for the Ph.D. degree in counseling psychology at the University of Pennsylvania.

GUEST APPEARANCES:

Bricketto, Matthew and Levin, Harry, assistant directors of resident life, presented a position paper at the Mid-Atlantic Conference of the Association of College and University Housing Officers in Morgantown, West Virginia. The topic was, "Search and Seizure, Legal and Practical Aspects in University Residence Halls."

Dallery, Arleen E., assistant professor, philosophy, was a panel member of a convention on "Teaching: Philosophy, Humanities and The Sciences," at the State University of New York at Farmingdale. In a session on "Philosophy in General Education Programs," Professor Dallery spoke briefly in developing inter-disciplinary courses and in curriculum reform.

Flubacher, Dr. Joseph F., professor, economics, gave a lecture to the faculty and students of Holy Family College on the topic: "Towards a More Holistic Economics," on November 3.

Haberstroh, Patricia B., instructor, English, delivered a paper on Jean Toomer's Cane at a conference on American Literature held Oct. 14-15, 1976 at Illinois State University.

Halpin, Dr. Charles A.J., professor, personnel and labor relations, served as the academic resource person for the East Coast Labor Negotiations Seminar, Williamsburg, Virginia - Northern, Atlantic, and Southern Field Divisions of the Office of Civilian Manpower Management, Department of the Navy, May 17-21, 1976. Professor Halpin lectured on preparation for negotiations and techniques of negotiating; evaluated negotiations; analyzed and critiqued negotiated agreements; and lectured on negotiation strategy. On September 29, 1976, Dr. Halpin was the after-dinner speaker for the Harrisburg Area Chapter, International Personnel Management Association, on the topic: "Public Sector Collective Bargaining: Impressions, Experiences and Implications". In mid-November, Dr. Halpin spoke on "Labor-Management Relations" to the second year Medical Assistant students of the Community College of Philadelphia.

Hornum, Finn, assistant professor, sociology, and Stavish, Frank, instructor, sociology participated in the Annual Meeting of the American Society of Criminology in Tucson Arizona and delivered a paper entitled, "Criminological Theory and Ideology: Four Analytical Perspectives in the Study of Crime and the Criminal Justice System."

Joglekar, Prafulla N., assistant professor, management, presented a paper on "Models of Government Initiatives for the Stimulation of R&D in Cooperative Research Organizations," at the ORSA/TIMS Conference in Las Vegas, November 1975. He has also been invited to give a paper on "Developments in the Theory of Voluntary Provision of Collective Goods," at the 1977 Conference of the Society for General Systems Research at Denver, Colorado in February.

Kane, Dr. Joseph A., associate professor, economics and Director, MBA Program, presented a paper entitled, "Development Banks as Supply-Leading Institutions: An Empirical Evaluation," at the Atlantic Economic Conference held in Washington, D.C. in October.

Kerlin, Dr. Michael J. professor, philosophy, presented his paper, "Blondel and Von Hugel: The Debate About History and Dogma," at the national meeting of the American Academy of Religion in St. Louis on Oct. 31.

GUEST APPEARANCES (CON'T)

Lang, James T., lecturer, fine arts, was invited to speak on "New Techniques in Print-making," and to demonstrate these various print media to the fine art majors of Rosemont College in October. Mr Lang's color prints were included in the annual exhibit of the American Color Print Society held at the Philadelphia Art Alliance in early autumn. He was also invited to be one of the six regional printmakers who presented an in-depth exhibition of multi-media prints at St. Charles Seminary in Overbrook in November.

Millard, Dr. Barbara C., assistant professor, English, will present a paper entitled, "Shakespeare on Film: Towards an Audience Perceived and Perceiving" at a Special Session on Shakespeare on Film at the Modern Language Association Convention in New York, December 27, 1976.

Ryan, Susanne Blough, instructor, education, was honored at a reception for her work as President for 1975-76 of the Pennsylvania State Federation of the Council for Exceptional Children at the annual state convention held in Philadelphia in October. She served as the representative to the Governing Board and as moderator of the presentation "Teaching the Severely and Profoundly Multi-Handicapped Child."

Stow, Dr. George B., assistant professor, history, presented his paper, "Richard II and the Renaissance: A Reconsideration," at the annual Renaissance Society of America (Middle Atlantic Branch) meeting held at La Salle College on October 16, 1976.

LIBRARY:

COMPUTER PRINT-OUT TO BE ISSUED

Starting in January, the Library plans to issue a semi-monthly computer print-out listing new books. A copy will be sent to each academic department. If you would like to receive a copy, please contact Brother Thomas Warner, ext. 228.

GENERAL:

FULBRIGHT-HAYS GRANTS AVAILABLE

The Council for International Exchange of Scholars has announced the availability of twelve Fulbright-Hays grants for specialists in educational administration, planning and policy under a short-term exchange program between the United States and the Federal Republic of Germany. A group of twelve American educators will spend two months in Germany beginning in mid-May for the purpose of studying the educational systems in the Federal Republic as well as the social and political mechanisms involved in educational planning and reform.

Grants to American educators will provide round-trip travel, travel within Germany, and a cost of living allowance of approximately DM 6,000. No provisions are made for dependents. The application deadline is January 31, 1977. Educators interested in further information and application forms should write or telephone the Council for International Exchange of Scholars, 11 Dupont Circle, N.W., Washington, D.C. 20036, telephone (202) 833-4984.

500 FULBRIGHT-HAYS SENIOR SCHOLARS FROM 64 COUNTRIES
IN THE U.S. DURING 1976-77

Approximately 500 senior lecturers and research scholars from 64 countries representing a wide range of disciplines will be in the United States during the academic year 1976-77 under the sponsorship of the Fulbright-Hays program, the Council for International Exchange of Scholars announced recently. The scholars are listed, with brief biographical data, in the 1976-77 Directory of Visiting Lecturers and Research Scholars, available free of charge on request to the Council.

During their stay in the U.S., many of the scholars will be available to give talks or lectures on their specializations or about the history and culture of their home countries, providing they can arrange for brief absences from teaching or research assignments at their American host institutions. Individuals and institutions interested in further information about any of the listed scholars or desiring additional copies of the directory may write or telephone the Council for International Exchange of Scholars, 11 Dupont Circle, N.W., Washington, D.C. 20036, telephone (202) 833-4950.

FIVE LA SALLE COLLEGE BASKETBALL GAMES ON WRCP-FM RADIO

Some of La Salle College's top basketball games are being broadcast live over Philadelphia's WRCP-FM (104.5) during the 1976-77 season.

Upcoming La Salle games to be broadcast include the University of Rhode Island, at Providence, at 8:00 P.M. on Monday, Jan. 3; St. Joseph's College, at the Palestra, at 4:00 P.M. on Saturday, Jan. 15; Providence College, at the Spectrum, on Saturday, Feb. 19, at 7:15 P.M., and at the University of Notre Dame, at South Bend, Indiana, at 1:00 P.M. on Saturday, Feb. 26.

PRESIDENT'S OFFICE:

(These remarks were presented at a luncheon following Dr. Dennis O'Brien's recent inauguration at Bucknell. They were made by Paul Cubeta, vice president at Middlebury - and may very well constitute a masterpiece in this genre!)

Under the Rules, I have five minutes to tell the truth - now - and the President has three minutes to rebut it. President Robison regretfully could not deliver Dennis today because he has convened his Board of Trustees to decide whether to continue our successful infiltration or to draw down our reserves to buy Bucknell outright. I am honored to represent Middlebury at these beautiful academic rites of passage before an elegant audience of all saints and all souls except for a few snowy pumpkins from Vermont. A glorious day like this bonds the purposes of the two distinguished institutions of this community as we honor a man at his inauguration and incarceration. Middlebury celebrates Bucknell's good fortune. Our relations will eventually again grow cordial because we can only admire and envy the brilliant dexterity with which you tapped the best in our maple groves of academe, taking the sugar, leaving the sap. Your President's civilized and liberating love of art, letters, and science kept us in Vermont for years believing that the boonies were actually the frontier.

We unabashedly acknowledge our loss. We lost so much the day Dean O'Brien left us - elegance and eloquence literacy and laughter, integrity and intellect. We also lost that dark night of his departure a \$10,000 six-foot George Rickey stainless steel sculpture from in front of our Art Center. Since it was called Excentric Variations, our Security thought perhaps you might keep an eye out. Middlebury's curriculum now is also a diminished thing. Forever bracketed and untaught will be the last O'Brien philosophy course which was undoubtedly inspired by his first visit to this campus as a presidential candidate. It was titled: "Saints, Seers, Scientists and Sages." We are bereft of that apocalyptic vision which previously created only courses like "Sex, Love and Logic." We miss him. Even the Middlebury faculty loves their dear dean now as it never did before.

Time magazine could not fully have anatomized President O'Brien if it had called him tough-minded, hardnosed, smooth-tongued, firm-spirited, and soft-hearted. The flavor of his spontaneous wit and sharp wittedness, his love of verbal play are found in all his professional engagements and in his cholarly articles like "The Theology of Pleasuring," which appeared in Commonweal, not Playboy.

As your President's colleague for eleven years, I should like to advise his new faculty of what awaits them. You may alas find him an exasperatingly inaccessible president, for he will forever be in the library or teaching or talking to students. But you can usually catch him in his office Sunday afternoons and on holidays. At the risk of sounding like my alter ego Polonius, I say, "Beware of entrance to a quarrel." With his incisive analytical intelligence, his incredible insight into foible and folly, he slices precisely through the heart of your problem as well as your ulterior motives before you have sufficiently obscured the question. But he will bring such clarity to your position that when he restates it, you will no longer recognize its humble origins or anything else about it. But after all, he has made even Hegel intelligible. Few President's offices are more likely to become a Platonic cave.

Working with you intellectually energized President is to understand Yeats' lines "Like a long legged fly upon the stream/His mind moves upon silence." You are led by

PRESIDENT'S OFFICE (CON'T)

a philosophical educator and an educational philosopher who daily dictates one new curricular reform while himself typing another. Just vote through the first proposal, because otherwise they will spring from that ingeniously imaginative head like planaria or Hydra - cut one off and two are instantly grown. His uncanny capacity for prodigious production makes "can't" for him an impossible word, unless preceded by Immanuel. Is it any wonder that Middlebury appointed three deans and a vice president to fill the void he left?

You are perhaps unaware of his magnum opus, his Thesaurus Verborum Administrationis Modesty no doubt accounts for his failure to list it in his vita. It is compiled with witty relish from the names of those blessed to be his colleagues and it spares not even its creator. For example, "Dennis, an adjective, meaning a quality of obscurity produced by a hodge-podge collection of puns, barbs and philosophical allusions. As, this is the dennisest memo I've ever received." He was called to this high position while finishing the "Z"s. So I now complete the labor for him. "Zeller, a unique Bucknellian erg of incredible efficiency. As, 'With O'Brien's hand on the wheel and his foot on the aczellerator, Bucknell's feautre is already her present'."

What an impossible challenge confronts that little girl trick or treating from a day-care center somewhere in this country, innocently unaware that in 1996 as the thirteenth President of Bucknell, she will inherit the unenviable task of surpassing the impressive, enduring achievements of Bucknell's most brilliant era, begun today.

Eleven years is a very short time to enjoy with Dennis and Judy O'Brien and their lovely daughters. I hope you will longer be so fortunate. But for whatever span, may you at Bucknell be privileged at the end to release them to a still more luminous future - with the same affectionate memories and the sustaining gratitude with which for all my colleagues and for our college, emptier without them, but richer for their sharing, I deliver them with great pride to you today.

THE OTHER INFLATION

ARISTIDES

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The other inflation is grade inflation, the label affixed to the indisputable rise in the grade-point averages of undergraduates at public and private, elite and community colleges and universities across the country. The metaphor of inflation - borrowed from economics, which had earlier borrowed it from physical mechanics - is apt. Economic inflation, defined by Lord Robbins as "the general rise in prices or the decline in the purchasing power of money," has an exact intellectual equivalent in grade inflation: where grades generally rise, their intrinsic value goes down. "When a building catches fire," Colin Clark has written, "it is the combustion of one object which generates the heat required to ignite the next. Unless counter measures are taken, the fire spreads further and further, becoming more and more difficult to control, until there is nothing left. It is exactly the same with inflation...." Professor Clark writes as an economist, but his analogy holds for grade inflation as well.

That the building is ablaze is not any longer arguable. Although further statistical studies are still being done, the phenomenon of grade inflation has thus far been fairly well documented. According to an article in the Chronicle of Higher Education, from "the early 1960's to the early 1970's, the number of A's awarded at a group of major universities more than doubled, while the number of C's fell by not quite half...." At Union College, in Schenectady, New York, on a scale of 4.0, the median accumulated grade-point average of seniors went from 2.38 in 1966 to 3.11 in 1975. At Harvard some 70 percent of the total grades given in the fall 1975 term were A's and B's. The University of Massachusetts, where the collective grade-point average rose from 2.364 in 1966-67 to 2.93 in 1973-74, then fell back slightly to 2.91, seems to reflect what looks to be the national trend. In his summary remarks to a study of grades at twenty-three American colleges and universities, Sidney Suslow, director of the Office of Institutional Research at the University of California at Berkeley, notes that grades have shown a persistent increase since 1963, "from 2.49 that year to 2.94 in 1974" (A Report on an Interinstitutional Survey of Undergraduate Scholastic Grading, 1960's to 1970's").

An academic subject, grade inflation, academic in both the literal and unhappy senses of the word. And yet one wonders. The issues and questions connected with grade inflation have to do with standards; and standards, it is not priggish to insist, are never wholly an academic matter. Careers - hence lives - hinge on such things as grades; and although teachers may forget this, students whose careers and lives are at stake do not. Grades have long been crucial, not merely to academic success but to launching careers in law, medicine, business, and many other occupations. But they have now become swollen, misshapen, deformed to the point where few people any longer know what their true meaning is.

I had my own first inkling of how confused the matter of grades had become when a young woman, a student in two courses I have taught, told me that she had hoped to do graduate work in clinical psychology but had not been accepted by any of the graduate schools to which she had applied. She was a shy student, not easy to draw out in classroom discussion, but her written work was nonetheless superior, and upon it

THE OTHER INFLATION (CON'T)

she had floated to a solid A in each of the two courses she had taken with me. Perhaps she had not done so well in her other courses. But when I asked about her grade-point average, she said it was 3.76, which meant better than three A's for every B and no C's whatever. Possibly she had done less than magnificently on her Graduate Record Examination. Possibly because she is shy she was not able to get strong recommendations from professors in psychology, her major. Still, a 3.76 average seemed to me impressive - I, her professor, had had nowhere near so high an average as an undergraduate - and I knew from her work that she was in fact impressive. Evidently a great many students with an average as high as hers must be walking the campuses; and, just as evidently, so high a grade-point average is today no great badge of honor. Such a badge as it is, she now wears it, when last I heard, doing clerical work of a kind well beneath her ability.

Victim does not seem an extreme term to describe this young woman's predicament. But victim of what? Of strange circumstances, but how strange becomes apparent only when one begins to seek out the reasons for the inflation of grades in recent years. Multivarious these reasons turn out to be; but many and (often) discrepant though they are, taken together they form the basis for a question of great moment: What kind of society do we in America want?

To look on the possibly cheery side first, is the chief reason for the inflation of grades that students today are more intelligent - mentally quicker, better prepared, more mature in intellectual judgment - than they were, say, ten or fifteen years ago? How comforting for the short-term evolutionists among us if it were so, but, as it turns out, it apparently is not so. Nationally, we are told, the Scholastic Aptitude Test scores for students entering college in 1975 were lower than the scores of thirteen years before, and in fact lower than similar scores of only five years before.

But test scores, however objective they are said to be, cannot be the last word, especially tests that measure aptitude rather than performance under the pressure of day-to-day academic challenge. Is it, then, possible that the rise in grades is owing to the fact that undergraduates today work harder than did undergraduates of five or ten year ago? Some undergraduates, now as in the past, work furiously hard; and no one is more appalled by stories of grade inflation than the undergraduate who has arduously striven for his A's. He is appropriately appalled, moreover, for he - to revert yet again to the economic analogy - is in the position of the man who has worked hard all his life to achieve his pension, only to find, upon retirement, that it is nearly worthless.

But the notion that grades have risen in proportion to an increase in undergraduate effort, giving off as it does pleasant thoughts of a finely just world, is not ultimately persuasive. It does not persuade because other items are more persuasive. Not least among them has been the advent, in colleges and universities around the nation, of what is known as the "pass-fail option" in grading procedures. The pass-fail option means that at some schools a student can take as many as one-quarter of his courses without grade consequence; that is, he receives, in lieu of an ABCDF grade, either a pass (credit) or fail (no credit) for his effort. The boom period for the installation of the pass-fail option - according to Professor Arvo E. Juola of Michigan State University and author of "Grade Inflation (1960-1973): A Preliminary Report" - was during the years 1967-1971. These were the years of the great student tumult, and the pass-fail option seems to have been a student demand everywhere acceded to.

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Still, the pass-fail option had much to recommend it. Under its beneficence, a certain leeway in the selection of courses could be allowed those most competitively engaged in the academic marketplace. Twenty years ago, for example, most premedical students dared not risk taking an intellectually adventurous course outside their field of study - one in philosophy, say, or modern literature - lest they receive a C or worse, causing their grade-point average to drop, and the door to medical school to slam shut upon them. Consequently, the physicians of that generation tend to be among the most narrowly educated group ever to have passed through a university. Pass-fail, had it been in force, might have made possible an undergraduate life of greater intellectual breadth for such students.

In practice, though, the pass-fail option seems to be used today less to extend frontiers of learning than to protect the flanks of students. The majority of undergraduates who use it do so, it seems, for those courses (including required courses) that seem to them most threatening - most threatening, that is, to end in a grade below a B. Whether or not taking a course pass-fail reduces the intensity of a student's intellectual effort by removing the competitive element is not altogether clear. (On occasion, students who have taken my courses pass-fail have done A work. More often, in my limited experience, students enrolled pass-fail have tended to perform in the middle range between C and B.) More to the point, the pass-fail option has had the result of raising grade-point averages, if only by removing some of the more strenuous courses - courses that might once have produced numerous C's, D's, and F's - from the machinery of grading.

Another mechanical contrivance that has caused the raising of grade-point averages is the greater leniency of rules permitting students to withdraw from courses. Withdrawals were always possible, but formerly the conditions under which a student could withdraw from a course were rather stringent, and the decision to seek a withdrawal had to be made fairly early in the term. Now withdrawals can not only be made fairly late in the term at most schools, but no reason for the withdrawal need be given. Frequent (if unstated) reasons for withdrawals are that a professor is too dull, the reading load in a course is too heavy, or the student finds himself out of his depth and calls for the withdrawal as for a life preserver to pull him to safety. Used as a means of avoiding boredom, strenuous work, and failure, withdrawals can only have further contributed to the inflation of grades.

But more significant is the simple fact that higher grades - more A's and B's, fewer C's and D's - are now awarded than previously. Why should this be so? Not long ago I heard a student remark that he thought professors now gave higher grades to students as a form of bribery; higher grades, his reasoning ran, were the tacit payoff for undergraduate political quiescence. When queried further on the point, he said he was not prepared to argue that this was done consciously by professors - he was inclined to think it was done unconsciously - but he had not the slightest doubt that grade inflation was tied to politics. Not the least interesting aspect of this observation is that the student who made it is not himself notably political.

When a pattern is so clear, a trend so undeniable, the temptation is to look for causes commensurate in clarity to effects. And the pattern of grade inflation is astonishingly clear, the trend undeniable. Professor Juola, in his report, asks: "Are grades in higher education undergoing inflation? The answer is an emphatic 'Yes!'" In "Whither Grades?," a roughly 1,300-page department-by-department longitudinal study of grades at the University of Minnesota, Gary Engstrand has shown that not only have grades risen cumulatively at his school but they have done so pretty much across the

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board. A's and B's are up and C's and D's down, not only in the College of Liberal Arts but in the College of Veterinary Medicine and in the College of Business Administration. Everybody, as the old popular song has it, is doing it.

When the causes come to be considered, they turn out, in the three studies I have looked at, to be manifold. Sidney Suslow speculates upon no fewer than thirty "factors responsible for grade inflation." Divided into four categories (Student Behavior, Faculty Behavior, Changes in Grading Policies, Other Influences or Changes), and running from "intense competition for admission to professional programs" to "adoption of permissive standards for educationally disadvantaged students [that] has resulted in their adoption for all students," no one of Mr. Suslow's factors seems in any way irrelevant.

Yet for all the soundness of Mr. Suslow's particular factors, in a more general way grade inflation seems the logical consequence of the contradictions of our thinking about higher education. Going no further than language, consider the phrase "higher education" itself. The belief in education - the more, the better - is endemic to Americans. But as greater and greater numbers of students go off to college, that adjective "higher" grows less and less accurate. Behind the hope of getting as many people as possible into college is the hope of changing the situation of those we think of as the disadvantaged and underprivileged. But change it to what? - a situation that finds them privileged or advantaged? Can everybody be advantaged and privileged? On the face of it, this is an impossibility. Yet one way to meet our extravagant expectations is to lower our standards.

A mocking tone has crept into that paragraph, but who has not felt the pull of the goal of a society in which everyone is well educated? When children make the climb out of the slums or out of narrowly ethnic neighborhoods to succeed at a university and thence at a graduate or professional school, it is most impressive. Ability, ambition, discipline made possible their rise, excellence has been duly rewarded, and what we are pleased to call "the system" appears to have worked once again.

Grades have long been an integral part of this same system, though at various times they have been under attack. In the latter half of the 1960's students made a great pretense to nonchalance about grades, but behind that nonchalance was a serious interest in getting the highest grades possible. Complication of a moral kind set in when, during the Vietnam War, grades became crucial to student deferment from the draft. Many professors who did not believe in the rightness of the war did not believe they ought to aid it in any way - and so, in an act of academic sabotage of the war effort, some of them gave all their students A's. The entry of large numbers of minority students into the universities on a programmatic basis also had a consequence for grades. A heavy emotional investment of hope was placed in these students, an investment with a built-in self-fulfilling aspect: one so wanted these students to succeed that it was frequently difficult not to nudge them along with a helping hand. Not many professors spoke openly about it, but the contemporary equivalent of the old "gentleman's C" in many schools became the black's B.

Grades were simultaneously played down in theory and raised up in practice. Concurrently, at many universities and colleges the curriculum seemed to loosen up, if not cave in, in the attempt to make way for relevance and with-it-ry. Student interests

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began to be catered to more than ever before. In the cliché of the day, many courses became less "structured." This, too, had consequences for grading. If one is offering a course entitled "Women and the Media" or "The Space of Intimacy," how, in such a course, can one award grades? Can a student get a C in "Theories of Play" or an A in "Deviant Behavior"? (These are the titles of actual college courses; their names have not been changed lest the guilty be protected.)

Grade inflation would soon become a student problem, but it is a problem brought on by faculty behavior. For reasons various and sundry, the obligation of honor in grading has been relinquished. When, for example, it became evident that the great boom in education was over, and that for persuasive demographic reasons enrollments were down and would not soon rise again, professors and administrators did not see it as a splendid time to invoke standards. Could a good small school, suffering under rising costs and declining students, afford to flunk many out? In larger schools with emoluments on the line - higher salaries, lighter teaching loads - it was scarcely the time to frighten students off to other departments by severity of grading. Some teachers graded loosely to ensure the regard of their students as well as high enrollments in their own classes. During this same period, students would be asked to evaluate their teachers. For younger faculty members, contract renewal and sometimes tenure might hinge on these evaluations. A young teacher enforcing firm grading standards just might have the same firm standards applied by his students to him. All these factors were scarcely an inducement to academic rigor.

Even if one has felt none of these pressures as a teacher, something of the atmosphere of grade inflation can still seep through to affect the way one awards grades. Anecdotes fill faculty lounges, about students unhappy over getting merely B's, about others withdrawing from a course after getting a C on a first paper or examination. A professor defends what he takes to be his own implacably high standards by remarking that in a class of seventeen he has given six C's. D's and F's are simply no longer spoken about. Word meanwhile creeps up and down the student grapevine about which professors are tough and which easy graders; "fair grader" is a term almost never heard. As classrooms become less formal, firmness in grading becomes more difficult. With distance between teacher and student eliminated, a low or even a middling grade can seem, not a judgment on performance, but a personal comment, and as such nothing less than an insult.

Assuming a professor is impervious to all this as well, he is still left with a question of some ethical nicety. Is it fair to employ serious standards in grading when almost no one else does? On the one hand, not to do so is to give students an exaggerated sense of their abilities, which can have harsh consequences in the world outside the university. On the other hand, in the eyes of graduate and professional school admissions directors an honest assessment is likely to have the look of condemnation, a C being akin to the blackball that keeps a young student out of the club. Much the same conditions apply to the letter of recommendation, the language of which, like grades, has been subject to considerable inflation. Any professor called upon to write a letter of recommendation for a decent but not truly exceptional student knows that the first order of such a task is the suppression of candor, without which one is likely to write a recommendation that would read something like the following:

Mr. Brompton is industrious, dependable, and reasonably serious. Because of his habits of perseverance, I think it likely that he will, with great strain, get through your law school. While I cannot confidently predict that

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he will be an ornament to his chosen profession, neither does he figure to disgrace it.

But of course no one but a knave would think of writing a recommendation of that kind for poor Mr. Brompton. Instead the likelihood is that he would get a recommendation that, were it written about him, would make Hegel blush.

Lost in all this is the restricted but nonetheless significant meaning of grades. Grades, as has often been said, do not measure learning, but academic performance. They supply a rough but still ready measure of the extent to which a student's talent is joined to industry in bookish things. Except in a most limited sense, grades do not measure character, general intelligence or even one's chances for success in the great world. Of many wretched measures of academic performance, grades appear to be least inadequate.

For decades, grades have been under criticism, their limitations discussed from every point of view. Yet they do - or until recently did - serve as a useful differentiating tool. Interestingly enough, precisely because of their function of differentiating students according to academic performance, grades have come under attack. For those who saw their influence as baneful, something of the taint of elitism clung to grades, or at least to the idea of sorting people out by academic performance. To eliminate grades thus seemed a long stride on the road to equality. Yet where grades were eliminated the experiment tended not to be a happy one. Students apparently liked to know where they stood academically, and this, for better or worse, grades told them. But grade inflation has turned out to be a vast improvement on all such experiments. By raising all grades it has simultaneously eliminated the differentiating function of grades while carrying the extra advantage of convincing all students to believe themselves academically masterful.

The rub is that differentiation goes on - and in a way that is intrinsically more elitist than the opponents of grades may ever have dreamed. With grades no longer an adequate measure, with letters of recommendation increasingly useless, where may graduate and professional schools look in choosing their students? Up to now they have tended preponderantly to look at an applicant's scores on standardized examinations and at what they take to be the quality of his undergraduate school. Yet relying on standardized examinations and the prestige of certain colleges and universities can only freeze American society further by closing off what has long been a traditional and heavily trafficked form of social mobility in America - that available through academic performance. If grade inflation is not reversed, if grades are not restored to their former function, the time will soon come when students not from upper-middle-class homes, or from a handful of special schools, or from select minority groups, will be locked out of American life. Such are the potential consequences of grade inflation. Less immediate than those of economic inflation, over the long haul they could be much more troublesome.

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